

CHILD STUDY

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HEADLINES

The place we call "home" is compounded of many things, including the walled-in rooms we live in, the neighborhood outside those walls, and the use we and our community make of both. What kind of home we make of the place we live in has deep effects upon our family life and upon each of the family members.



In this issue of CHILD STUDY, the "makings" of a home are considered from several points of view by Dr. Rexford Guy Tugwell, Chairman of the City Planning Commission of New York City; Dr. Alice V. Keliher, of the Commission on Human Relations of the Progressive Education Association; Dr. Eduard C. Lindeman, Professor of Social Philosophy at the New York School of Social Work; Mrs. Sidonie Matsner Gruenberg, Director of the Child Study Association; Mrs. Clara Lambert, Associate in Teacher Training of the Summer Play Schools Association; Josette Frank, Editorial Associate of the Child Study Association; and Mrs. Estelle Barnes Clapp, a former physical education teacher, and now working in parent education.



Science is constantly making available to parents new knowledge and new aids in the rearing of their children. The Fall issue of CHILD STUDY will present some interpretations of the current findings of scientific research in several important areas of child care and education. J. F.



PLANNING FOR LIVING

A CITY planner has to know—or to guess as well as he can—how many people there will be ten or twenty years from now, what kind of work they will be doing, what they will be eating and wearing, how they will be traveling, and what kind of homes they will need. It is not so risky to predict that in ten years there will only be about as many of us as there are now, because carefully kept statistics have marked out a definite trend toward stability; and it seems certain enough that there will be fewer children and more old people. The problem of saying what we shall eat or wear is somewhat more difficult; we may be about to develop new sources of food energy or, perhaps, to depend on clothing made—like Nylon—from coal, air, and water. The making and distributing of such new products may change our community life a good deal.

BUT the element in planning for the future which is more puzzling than most others is what may become of the home. Every planner knows that (within certain limits) concentrations of population are advantageous. Under these conditions people not only live more cheaply, but they live better. The traditional “light and air” are becoming æsthetic rather than hygienic, as air-conditioning and artificial lighting become more efficient. With this argument for a scattered population gone, it is easier to emphasize the advantages of group living: better schools, supervised play, more organized recreation, better music, and drama—a hundred cultural goods where only a few were available before.

THESE considerations would seem to indicate that a new concept of home as embracing the whole neighborhood may develop. Most of the traditional activities will probably be lost to it anyway. The preservation of food against winter, the making of furniture and clothing long ago disappeared, and most modern work and amusement are found outside the home. These changes have been deplored at length by the literal minded—those to whom the single family dwelling on its own piece of ground is the only home-place imaginable. But there is so much reason to suspect that this dwelling is wasteful and inefficient, that it may all but disappear. At least the planner who watches trends must feel that less and less provision will need to be made for it as time goes on.

THERE is no need to face such a prospect with fear. The values which belonged to the old rural homestead will have to be recreated somehow. They have pretty much escaped from the suburban house. It may be that only by living and working as a conscious part of a neighborhood, as well as a single family, that these old values can be recovered and preserved. This will not happen, of course, until we finish with deploring and really accept the new pattern of life. But once we have overcome our nostalgia for the past, infinite possibilities for improvement may open out.

MEANWHILE the planner would like to know just how to plan for the future. But the best he can do is to guess that women will always want the best of life for children and that, being practical people, they will expect to make their money and the community's go as far as possible in getting it.

REXFORD GUY TUGWELL

"Behold Our Home!"*

By EDUARD C. LINDEMAN

NOT the least of the many paradoxes of our society is the distance between our home-ideals and our home-habits. At this very moment I find it difficult to think clearly about homes because so many are being destroyed by the new instruments of modern warfare. Curiously, the sentimental conception of the home came from these very Teutons who now seem to regard home-destruction as a fitting means for the attainment of their nationalistic ends. The present ruler of the German people is not a home-maker, nor has he ever experienced for long the enjoyments of home life. He is the product of mobility, of cheap boarding-houses, and of military trenches. When he removes his enemies from their homes and confines them in concentration camps he exercises a fine, ironic punishment—concentration camp is the antithesis of a home.

Since we must now admit that the rôle of the home in modern society has been greatly altered, we may as well strive for re-orientation by means of realistic rather than sentimental approaches. Most anthropologists and cultural sociologists appear to agree that the home is, or has been, the surest index of the values which support a given civilization. If this principle is accepted as a starting-point, we may then proceed to ask some pertinent questions.

Why, for example, do most Americans, especially conservative Americans, persist in claiming that home ownership is a cardinal virtue while at the same time they give allegiance to institutions and practices which penalize every home-owning family? At the moment when a young married couple requires a home, they are not likely to find themselves in possession of sufficient funds for the purpose. This moment corresponds with the beginning of their careers. Consequently, most homes built for those who wish to establish families must be built on credit. From the time that a young married couple buys a plot of ground, borrows money for building purposes and furniture, they will find themselves burdened with an interest-debt which they will be obliged to carry for a period of from ten to thirty years. If they

make home improvements, their taxes will rise automatically. And by the time they have paid for their home, if ever they do, its value will have been cut in half or more than half.

During the early days of the depression when many families lost their homes through mortgage foreclosures, it was not uncommon to meet friends in this plight who refused one's sympathy. They were extremely happy to be relieved at last of the burden of home-ownership.

I remember meeting such a man in a middle western city in 1935; he was applying at the City Hall for a WPA job. After he had told his story to a friend who was in the municipal office, the friend began condolences, but the older man waved his sympathetic gestures aside and said: "Listen, Jim, for thirty years I've been carrying money to the bank to pay the interest, principal, and insurance on that home of mine. When I lost my job, I couldn't keep up the payments and now they've taken the house away from me. Jim, I can't tell you what a load they've taken off my shoulders. I'm fifty-eight years old now, but for the first time since I was married I feel free and ready to enjoy myself. Just think, Jim, I don't ever have to go down to that ——— bank again!"

There is something wrong with this picture. We say it is a part of the American way to own a home—and then we make it so expensive and so difficult that a constantly diminishing number of families find it possible to own a home. Of course, the Federal Government has taken cognizance of this situation and has eased the burden on a great many still hopeful home-owners by reducing the interest rate; and another branch of the government is actually building homes for people with low and moderate incomes. These are, no doubt, steps in the right direction, but those of us who believe in family life must now readjust our thinking in the light of these programs. A home is more than shelter. Merely providing low-rent apartments for people who can no longer hope to own a home does not solve the problem of the relationship between the family and the community. Unless the tenants in government-

*From Byron's *The Corsair*: "Survey our empire, and behold our home."

financed housing units are allowed to participate in the management of these properties, unless they come to feel something akin to old-fashioned ownership, the quality of their citizenship will not necessarily be improved. When I visited the so-called people's courts in Soviet Russia in 1932, I discovered that the majority of cases had to do with relations between tenants of apartment houses and their managers. Why? Obviously because they resented external control over their homes and families.

Patriotism is a good word, although too often perverted. It means love of the land. But, in order to love the land we must feel that we possess some stake in the land. What is needed, patently, is a home policy, a plan which will be based upon an estimate of the number of people in our population for whom home owning is out of the question. For these public housing is the only large-scale solution, although I do not exclude private housing, cooperative housing and any other devices which reduce the hazards to the prospective family. In a democratic society there should never be only *one* way of solving a problem. For those whose incomes allow for possible home ownership, the great need, of course, is to bring about drastic reductions in all the carrying charges, interest rates, insurance, and taxes. This would require a break with ancient and established customs and might even involve further extensions of governmental intervention, since it is a notable fact that those who make money by manipulating money tend to develop excessively conservative patterns of conduct.

WHAT makes Americans change their homes so often? One of the pamphlets published by that useful organization known as the Public Affairs Committee was entitled *Restless Americans*. Its text was concerned primarily with our depressed agricultural regions and the migrant farm families for whom land ownership has become intolerable. But there is also another variety of American restlessness, namely the increasing tendency of families to move from one house or apartment to another. In a single industrial district it was discovered, for example, that all families moved an average of six times every decade. I assume that there are in many cases economic reasons for this unusual mobility, but it seems also certain that many families move for other causes.

Sociologists have long emphasized the number of functions which were formerly performed by families and which have gradually been shifted to other institutions. The meaning of this transition, is, presumably, that the home becomes less important in

proportion as it loses functions. I take a different view. To me it seems that the home should increase in importance in direct ratio to its loss of specific functions. When fewer *things* need to be done in homes, it seems to me, there arises the opportunity for enhancing human relations. To effect this change would, however, require a great deal of parent education and also a change of emphasis on the part of many of our social agencies. True, the modern family is dependent upon many institutions and agencies; there is a steadily increasing "pull" away from the home. What would be the most sensible adjustment to this "pull"? To me it seems clear that we are now confronted with the necessity of creating a new basis for neighborhood life.

"Democracy," says John Dewey, "begins at home, and its home is the neighborhood." Families would not move so readily nor so often if they had neighborhood roots. But neighborhood roots no longer grow spontaneously; if we are to recover the experience of neighborhood, we must now make conscious plans with this end in view. That we have not thus far engaged in such planning was made ironically clear in a recently published bit of verse:

THE GOOD NEIGHBORS *

Main Street seems very far away
From this New York, my home today—
The Big Parade that never stops,
The speeding taxis, swanky shops;
I love it all, the neon lights,
The theatre crowds on opening nights,
The subway to and from my labors—
But most of all I love my neighbors.

They never lean across the fence;
They charm me with indifference.
Nobody asks my name at all,
But, dashing by in the front hall,
We never even speak or bow.
My private life is mine—and how!
I love this city of my labors,
But most of all I love my neighbors.

The search for anonymity is a perversion of the meaning of freedom. The insulated person is not free. Genuine freedom comes from relationships which are both wide and deep. Those who seek anonymity are merely rendering themselves susceptible to the lure of crowds. They have no neighborhood roots and the revenge which their new lone-

* By Helen Frith Stickney, in *The New York Herald Tribune*.

liness takes is to push them into a giant mass, an anonymous crowd. All of this represents defeat for the democratic ideal, but, unhappily, many who thus misconceive the true nature of freedom (forgetting its kinship with fraternity) still think of themselves as adherents of democracy.

American families still use homes for two purposes: they sleep and eat in them. Not as regularly nor as commonly as they once did, of course, but still no modern architect would design a house without making provisions for bedrooms and a kitchen—although if he were designing an apartment he might easily omit the kitchen. How are the remaining rooms to be used in a modern home? I suggest that they should all be designed with leisure in mind. Leisure for what? My use of the word "leisure" may not be etymologically correct, but to me its meaning is earned freedom. Only those who do useful work are really capable of enjoying leisure. (Those partial critics and economists who believe that women should not work in order to make possible a better distribution of jobs among men overlook this as well as many other important points.)

But what types of activity are suitable for people who have earned their leisure? There will be, I hope, an increase in public recreational facilities and I trust that the interest in sports will spread, but leisure in a democracy should have a deeper meaning than batting balls and moving about in space. Indeed, it is my

anticipation that the chief values of the future will be realized through a cultural leisure. Homes of the future should, I believe, be constructed with this purpose in view. Leisure for reading, talking, painting, sculpturing, writing, music making, growing plants, designing, building—that is, leisure in which to do the many things which modern occupations no longer require but which are essential for balanced organisms and personalities, this is a little of what I mean. In fact, much of all that I have been saying above was said very beautifully by Ralph Waldo Emerson in an almost forgotten lecture which he delivered in Boston almost precisely one hundred years ago. At that time he called his lecture, "Home," but in its printed form it later came to be known as "Domestic Life." In the volume which now includes the essay, Emerson, as was his custom, prefaced his prose with an almost poignant bit of verse. Those who believe in family life will profit by reading Emerson's simple words and will find much else between the lines if they have eyes to see.

"Thou shalt make thy house
The temple of a nation's vows.
Spirits of a higher strain
Who sought thee once shall seek again.
I detected many a god
Forth already on the road,
Ancestors of beauty come
In thy breast to make a home."

The Dream Home of Youth

By SIDONIE MATSNER GRUENBERG

IN TIMES like these we are constantly admonished to be realistic, to lay aside romantic imaginings. We must get down to solid facts and stop dreaming.

One very solid and inescapable fact is that millions of young people who have been dreaming of getting married and establishing homes of their own, and who should be marrying and making their own homes, are prevented from starting to realize their dreams by conditions that are beyond their control. But another very solid fact is that a large proportion of the young people who do marry and start homes of their own do so with utterly false conceptions of what they may expect of their homes and of what life will demand of them as husbands and wives, as home-makers and as parents.

Those of us who have already learned that life is real and earnest, and that infantile fantasies are inadequate equipment for adult living, may well recognize a third very solid fact—namely, that man is by nature a dreamer, and obstinately guides his life by what he has learned to dream.

Today there are new factors and increasing pressures that give form to these unavoidable dreams. In earlier times, children soon learned to recognize the stories of princes and queens and magic lamps as fairy tales. Whatever the influence of such tales, the great mass of children did not grow up expecting to live in marble halls. These days, however, our children are made to feel almost from the start that the fairy pictures of the advertising pages and the movies

are to be accepted as the normal or guiding patterns for shaping their own lives.

What does the average young bride expect of her first home? She pictures herself living in the little white house on the little green hill that she dreamed about as a child, or else in the chic modern apartment for which she acquired a longing during her sophisticated adolescence. In either case, there are certain things she will have to have before she considers her six rooms or her one-and-a-half rooms a real home.

The floor of the living-room will be covered by a Persian rug, kept spotlessly clean with a vacuum cleaner pushed by a French maid. The young groom coming home from the office (his face free from five-o'clock shadow) will see the roast set out on the table (and the table-cloth free from tattle-tale gray). After dinner, eaten with the greatest treasure of them all, sterling silver, bride and groom will sip their coffee at their little coffee-table and listen to their console radio. Later they might go out for a spin in the car, stopping for a few minutes at the Country Club dance or their favorite bar. Not every night, of course, but one night a year, the young husband will come home and say: "Darling, I have a surprise for you—a new convertible! And only \$1,595!" But every night they will throw themselves down on their luxurious innerspring mattresses, so designed that he can go refreshed and alert to his \$35-a-week job, and she can keep the washing-machine and the sewing-machine and the refrigerator and the electric stove humming.

Though even the simplest arithmetic will show that none of this can ever be part of the \$35-a-week picture, young people keep right on dreaming this dream. And yet the objection is not to dreaming, for, as we cannot too strongly emphasize, it is necessary to let imagination run ahead of the immediate concrete experience. Too often, however, the young home-makers are influenced to take over from others ready-made patterns that do not fit into their lives in any sense, and are left with disappointments and futility. Keenly aware that what they desire is unattainable, they fail to make the most of the actual resources and opportunities of their real homes.

The advertisements and the boasts of the chamber of commerce amaze us with what a poor young couple can buy in America today, with what it can achieve in the way of comfort and even of luxury. But even among those with incomes well above the average, there is already a suspicion that the picture thus painted is false. The elements, of course, are all present. Even where people generally dwell in old houses amid old furniture and furnishings, and

with walls adorned by the cross-stitched motto, THERE IS NO PLACE LIKE HOME, modernism has intruded itself. It has come by way of the rural free delivery and the mail-order catalogue, by way of the telephone and the radio, by way of electric wiring and running water. There have undoubtedly been improvements. These material gains and their steady, if rather uneven, diffusion among all classes of the population have not only given color to young people's dreams, but have furnished some plausible basis for their aspirations. This arithmetic at least is clear and simple: much varied and interesting accessories to living are within the resources of the American people, and many of them may conceivably free the human spirit from drudgery and privation. But these great inventions and improvements have come into our lives by methods which clearly imply that they are ends in themselves, and that they are both available and indispensable for everybody. For the great masses, these implications are not true, and the systematic teaching of such doctrines is cruelly and dangerously misleading.

To bring before people all the new goods and services which modern industry and commerce and research have made possible for the enhancement and enrichment of life, we have used various forms of advertising—a process that is not only legitimate, but essential. But since the advertiser has professionally had no responsibility except as an adjunct to marketing, the process has operated to distort the picture of the good life. It has perhaps been most "successful" where it confused young people as to what happens when they do not buy the nationally advertised brands. At the first sight of a threadbare rug, or the first touch of a dishpan hand, romance is out of the window and the home is broken up. If the result isn't as drastic as this, the young wife may be only chronically dissatisfied and say to herself, as she does in one challenging advertisement, "I didn't mean to marry a small car."

It would not be fair to isolate the advertiser as the scapegoat. The distortion of truth of which he has been guilty is one in which we all share. The movies, to mention but one confederate, have painted a picture of life and love on a shoestring that is certainly more vivid, if not more false. A number of years ago, a film called "Little Man What Now?" made quite a stir among the various leagues that clamor for decency because the heroine became pregnant before marrying the hero. This particular incident probably gave young people no ideas that they hadn't had before, but there was one scene in this otherwise

charming picture that could very well have been changed. Just after the baby is born into his garret home, we see him with his mother who is now safely married to the hero, his father. His mother is sitting up in bed wearing an elegant, fluffy jacket, her hair beautifully arranged by Westmore of Hollywood. Of course the jacket may have been a leftover from better days (though this is the story of very poor "little" people) or it may not have been as expensive as it looks in the picture; and Margaret Sullavan may have naturally neat though curly hair. The fine furniture in the garret, however, and the general atmosphere cannot be explained on any logical grounds. It's not wrong, or even foolish, for young people to dream of love in a garret, or to believe it can be fun—it can. But it's not quite like that and the dreamers should know it.

IF THE advertisers, the movie makers, the novelists, and grown-ups in general didn't paint pictures and spin dreams for young people, they would still make up their own. And their own would doubtless be just as far from reality as those that come to them ready-made. We who are deliberately helping them to formulate their dreams and hopes, however, are not being really helpful unless we expose the falsehoods that underlie some dreams. By perpetuating such falsehoods we emphasize as essential what the young couple can *not* have—now, or perhaps ever. By building such dreams and counting upon them, young people actually go from one frustration to another.

Even when a couple here and there succeeds in attaining all these giddy accessories they are not insuring happiness—unless they have, in addition to plenty of financial margin, a clear appreciation of relative values. For the danger is always that these treasures, because of the excitements artificially aroused by them, will not be put into their proper places but allowed to usurp the center of life. How often do we hear a well-established couple that has been married a dozen years or more recall wistfully, "We were never so happy as we were the first few years when—," when there were crude equipments, perhaps even hardships to meet. But there were also a guiding purpose and dreams that called for careful effort and choice and planning.

Parents and teachers, especially home economic teachers, have here a serious responsibility, for they do, after all, help to build visions of the future. They must help make these visions of the kind that are both significant and within the realm of the realizable. The number of people who can live the life of

advertisements and movies and magazine stories is so small that, if we accepted such life as a standard, the vast majority of our population would find existence unbearable; and the privileged few would have to spend an unbearable part of their emotions in pity for the rest.

There is much to be pitied and much to be censured in the way economic conditions force vast numbers to live. But, no matter what great strides can and will be made, in no Utopia shall we find a streamlined variation of John Ruskin's ironic formula for universal happiness—a large estate for every individual, with plenty of servants. We must strive to improve conditions, we must strive to give all people, but to young couples in particular, many services which have been in the past reserved for the privileged few, we must make young people aware of their real needs so that they in their turn may direct their efforts toward essential values. But, at the same time, we must help them to make the most of the resources available to them *now*.

We don't want the minds of young women to remain so close to the commonplace that they are concerned with nothing but pots and pans and the other mechanisms of housekeeping and home-making. Yet there are countless decisions to be made in choosing and creating the physical background for the place that will be home. There *are* certain fundamental things that every young bride will have to have before she considers her six rooms or her one-and-a-half rooms a real home. What are those things?

They will, of course, vary tremendously from one couple to another, depending upon their needs, their resources, and their tastes. But no matter what the family income, no matter what the mode of life, or the kind of community, a young home-maker should know what things are essential and what are "extra." This does not mean that all the "extra" things are superfluous and must go by the board. It means rather that the young couple should know why they use their resources as they do: Which of these things mean more comfort or fun? Which are just for show? Which are just a nuisance? Which make no real difference one way or the other? Which ones are nice if you can get them, but not worth the cost? And which ones mean so much that they are worth sacrificing something else?

It is impossible to list the values which must be considered in terms of concrete items, to say nothing of specific brands. I know a young couple who have a barely comfortable home, yet who own a car, because

(Continued on page 122)

"Gimme a Lift, Mister?"

By ALICE V. KELIHER

FRED WALE, who is a master teacher, met his group of forty-one Alabama youngsters with whom he was to work for the next six weeks, with the question, "What are you going to do when you get through high school?"

His students, ranging from seventeen to nineteen years in age (with several in the twenties back to get their coveted high school diploma), answered in chorus, "We're going to leave this town. We're going somewhere."

"Where are you going?" asked Fred.

"Don't know."

"What are you going to do when you get there?"

"Don't know." (Except for about ten who were going to college.)

"Why are you going?"

"Don't exactly know, but there's nothing doing here. We don't like this town."

"What don't you like about this town, this county?" Fred pursued. "Don't you like the jobs, the soil, the health services, the recreation facilities? What don't you like? You'll have to educate me because I don't know your county very well."

Fred's pursuit worked. These forty-one young men and women began to understand through his adroit questioning that they didn't know their own county. And they soon began to learn that most other counties in the United States shared the same problems which they saw as defeating and insurmountable. They really didn't know what foods were grown within their county, what were exported and what were imported. They really didn't know the condition of their soil. They didn't know their County Agent as well as they should. They didn't know enough about the health services that were available and what doctors had a real health program. They didn't know what could be done in recreation. So they divided into small committees and began a thorough six weeks' exploration of their county.

These Alabama young men and women did many exciting things in the course of their study of the community. They made photographic surveys of soil erosion and of the housing conditions. They visited Farm Security communities in North and South Alabama. They got well acquainted with their County Agent and with the state health authorities. All on their own, they set up a demonstration com-

munity center in the school in order to convince the oldsters in the community that a recreation program was necessary and that it could be valuable.

In these short six weeks, forty-one persons learned that their community and their county had need of them; had important uses for their services. They could really accomplish something in their own town.

"GIMME a lift, Mister?"

That's the alternative for having young people feel that they have a place in their home and their community. Hundreds of thousands of young people who, like Fred's group, were going to go somewhere, anywhere, but the place they grew up in. Thousands and thousands of young people now classed as "transients"—as young Joads and Okies.

We have properly given much attention to the Joads and the Okies since Steinbeck, McWilliams, Mainwaring and others have called our attention to their plight. We have hastened to prepare better living conditions for these transient workers. Conditions are slowly improving for them. But why don't we pay more attention to the basic questions: Why did they leave home? Why are they on the road? Why are our cities glutted with people who have "left home" somewhere else?

We have the familiar answers. Fights at home, adolescent revolts, broken homes, ambitions for the "higher things." But there is another answer that calls for broadening the meaning of the word *home*.

Home is the *community* as well as the *home* in which we live!

We Americans are prone to be nostalgic about the word *home*. As children we still sing songs about going to grandmother's house, and as adults we produce crude harmony about *Home Sweet Home*, *Home on the Range*, or *The Hills of Home*. But don't we think of much more than the wooden, stone, or brick house which encloses the family we love when we say "I'm going home"? Don't we also mean the postmaster, the smiling, pink-cheeked butcher, the baseball field where remnants of a nine were always accumulating, the trout stream, and the companionship of silent friends who wondered along with us how nature ran itself and what a mess man made when he interfered? Don't we think of the dance pavilion where we waltzed to *Blue Danube*, or of

the Fourth of July celebration where we helped raise funds for the new children's playground by selling ice cream cones? Home means the community as well as the house where we live.

To today's youth in many parts of our country, this broader meaning of home does not hold much more promise than it did at first to Fred's youngsters in Alabama. There are thousands of communities where youngsters have been shepherded by people who thought that academic accomplishment was their most important community heritage. In communities where soil is marginal and depleted by frantic cash crop planting, in communities where cellars are the only fit gathering places for youth, well-meaning teachers patiently parse Latin verbs and drill on rudiments of medieval history, totally unaware of the living problems pressing about them. Well-meaning adults of the community, intent on the important business of earning a living and putting bread into the mouths of their children, forget that dancing, recreation, and a feeling of being necessary and useful are a part of the staff of life for adolescents. In their intentness adults sometimes call it ingratitude and disloyalty when young people who have a kind of zest that goes with youth say, "What is there here for me? I'm on my way. Gimme a lift, mister?"

WHAT is there to do? Well, we adults might find other areas of concentration than our own worries and needs, and we might stop to think about the kind of life we are presenting to our young people in this community they call home. Can it really meet their needs? Is there adequate social life so that boy can meet girl and vice versa? Is there a place where boy and girl can dance, can have good kinds of good times without blue-nosed oldsters bemoaning the "good old days"? But most important of all, do the young men and women of today, far more sophisticated than we were, thanks to movies and radio, feel that they have a real place of their own in their community life? Do they feel that they *count* in the many ways in which they are capable of acting?

Hitler has his answer and the world chaos is echoing it. He gave youth status, gave them a sense of responsibility for the state. He organized youth and made them feel needed; made them feel that they were capable of rendering service. Shall we fail to make our youth feel equally needed in the development of our democracy? Home takes on this larger meaning today. With the rapid means of transportation and communication at our command, home means the community and the state. Shall we let it

be the dictatorial home of "Life with Father," or shall we have our community life, county and state life geared to the full use of the interests and capacities of youth?

Each of us wants to be needed. Mothers fear the day when they will no longer be essential to the physical welfare of their children (they are never unessential to their emotional welfare). Fathers fuss around, wondering if perhaps there may be something that demands their particular attention and wishing they might have more place in the family councils. But those who want most of all to find status, who want to be assured that they are necessary to home and community life, are our youth. Over four million of them without paying jobs, it is no wonder that they often ask whether or not they are really needed. Whether or not it might be best for them to "leave home" and strike out for themselves. With the best of hearts and intentions these are the youngsters who are constantly asking, "Gimme a lift, mister?"

Whether we live in the country or in the city, we live in a community. Our young people think of this complex of people and places as *home*. Can't we bring them into our councils; can't we make them a real part of government; can't we change schools so that they feel the vitality of doing something about this place called "home"; can't we see that their vigor of life is guaranteed? Only by such relinquishing of the reins as we older people are capable of can our younger generation feel needed. Then the youngsters who go off to college to learn to be good doctors, nurses, social workers and scientific farmers, will feel that there is a locale waiting for their services. Then they can feel that home is not a place that is finished and done for, even to the location of the Morris chair in the study, but home is a challenge, a place where they can turn to use the best of their resources, and where they may have the unequalled blessing of being needed and wanted.

We may be sure that when young people feel such a zestful challenge, fewer of them, by the thousands, will be standing by the roadsides, thumbing their way into the lives of the Joads and the Okies. Then "Gimme a lift, mister?" will have a different meaning.

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Making the Most of Your Living Space

By CLARA LAMBERT and JOSETTE FRANK

THE shrinkage of the modern home has been loudly acclaimed, in advertisements and elsewhere, as a boon to busy mothers. Certainly the smaller home calls for less skill in housekeeping than our grandmothers needed—but it also demands far more ingenuity in homemaking, if the essence of the *home* is to take precedence over the exigencies of the *house*. It is true that families themselves are not as large as they were in the era of big houses, but their interests are perhaps more widespread and varied and their “area of operation” extends in many directions. All this creates a problem for the homemaker who wants, from the space available for living, peace, quiet, privacy and the maximum of usefulness.

The large old rambling house of romantic memory has slipped into the limbo, and in its place we have either the small apartment or the compact, efficient little house that is attic, cellar and living quarters all in one. Such homes are often excellently designed to fit the living needs of a given family at a given time. But the family is not static—it has a way of changing, and its needs will vary greatly from year to year as the ages of the children in it change. The large house of our grandmothers’ day lent itself easily to such change. The small apartment must be made to do so.

While the children are of nursery age, at what has been called the “run-about” stage, the chief need is for *space*, for the littlest ones need, more than anything else, room for plenty of motion. So, paradoxical as it may seem, the largest bedroom may have to be given over to the littlest members of the family. If two young children share a room, their beds should be the only furniture in it. Small chests may be put into the closets, if the space is adequate, or shelves may be built for clothes, to take the place of chests. An open space large enough for a small kiddy-car, blocks, and cars or toys is more important than a neatly decorated room that looks like something out of a woman’s journal. But even the provision for space must be held flexible. If the largest room is not on the sunny side of the house, for instance, space may have to be sacrificed for sun, because the toddler is subject to colds and therefore plays often indoors during the winter months.

It is unfair to expect, however, that just because a baby has a room of his own, even perhaps the best room in the house, he must necessarily *stay* there, in

solitary confinement, all the time. Both he and his toys should be expected to invade the living-room at certain times—as, for example, when he is playing trains or trucking things from one point to another, and needs more travel mileage than a single room allows. The mother who is tolerant about these invasions of her living-room in the morning will have less trouble in securing the invader’s cooperation in a “tidying up” routine later in the day, when the room must be made livable again for the adults.

As the children grow older, too, they become less amenable to being relegated to one particular spot in the house that is labeled as theirs, to the exclusion of others. They begin to “spill over” into the general living arrangements, and it is at this stage that the good old attic, cellar or woodshed are most sorely missed. This is what might be called the “messy age,” when children are forever collecting things, setting up things, painting, putting, and playing with all kinds of materials which seem to less imaginative adults to have no resemblance to playthings. At this stage, while a large room may still be desirable, what is more important is the availability of plenty of shelf-room, closet-room and table-room to make possible the storage and use of a host of materials. Accessibility to a bathroom for water is something to be considered at this age, for play is often centered around the use of water—for washing dolls’ clothes, mixing paints and clay, pasting, and so on. If the bathroom is nearby, boats can be floated in the tub with less mess than if a long trek through hallways or other rooms is involved. Inside the room a Celotex board against one of the walls over an attractive bit of oilcloth will go far toward protecting the walls from the inevitable pencil or crayon. There should be a table and chairs near a window, and shelves along a wall for the blocks, which are still part of the play equipment at this age, as well as for other toys.

Older children can adapt themselves to playing in a small space if their materials are arranged conveniently. If the children, when there are two, are of the same sex, a double-decker bed is often a space-saver. When there is a boy and girl, and two bedrooms are in use, one room can be set aside for a dressing-room and quiet play with one child’s bed in it, and the other room may contain the other bed—and much usable space for more active play.

Often, of course, there will be difficulties between the children in their activities, particularly where the age difference is wide. Sometimes it is necessary to sacrifice some of the common living space, a dining-room or a foyer, for one of the children to have and to hold, in the interest of peace.

The age of boy gangs, or girl friendships, presents still another problem in management. A small room, well decorated and fitted up with a cozy space for gossip and visiting, may suit the girl whose chum comes alone. But space is quite a different matter for the boy whose friends come in a mob, prepared to do things. He needs real space—for a ping-pong table, perhaps, or room for his collections, a table for games or for his chemical set. And, above all, the need is for privacy—a place to talk or play or “just sit” without the feeling of adult eyes and inquiries everlastingly upon you!

With adolescence, again the whole picture changes, for now it is space for dancing and parties and entertaining which is at a premium. Some parents abdicate entirely and turn over the apartment from kitchen to foyer to the young people because there seems to be no room for them. But parents are people, too, and need a place of their own to live in. Perhaps at this period of family growth the parents should take the largest bedroom with the sunniest exposure and furnish it with radio, desk, books, and whatever else may be needed to make their bedroom serve also as a comfortable, if limited, sitting-room at those times when the young people have pre-empted the living-room.

Among the things to plan for, too, are the special emergencies—the sick child or the convalescent may need, for a while, the room on the sunny side of the house, or one arranged so that he can see out-of-doors. In families in which the age range is wide and the number of children more than two, a very real problem of management is involved because space for the very young may be obtainable only at the expense of the adolescent boy who wants some place for his gang. Then rights and privileges have to be weighed in favor of the child who needs it most.

If the young child is at a nursery school, perhaps the home space is not nearly as precious as it is for the stay-at-home child. If the older boy cannot have a large bedroom for his friends, then he will have to share the other rooms, and the adults will have to be tolerant of the resulting disarray. Sometimes, when individual rooms are more necessary than community ones, the dining-room is converted into a needed bedroom or playroom, and the living-room used for dining, or a corner of the kitchen arranged for dining.

At some ages, one child may be favored; at another, some other child. Interests change and requirements are always shifting so that over a period of years there will always be new planning necessary to make an equitable adjustment to the growth needs of the various members of the family.

Astonishing ingenuity is often shown by children who have great needs and little space. Kitchen sinks and laundry tubs have helped the boy who is a photographer; stray closets have been used for such purposes; foyers have become playrooms, and second bathrooms have been given up in favor of some interest or hobby. Parents, too, can devise ways and means, if the spirit is willing. One mother in a so-called “underprivileged” home solved the space problem by arranging orange crates, gaily painted, along the living-room wall—one for each of her five children. In the bedrooms double-decker beds with flat cardboard chests under them for clothes gave the room enough space to make the difference between bedlam and reasonable peace.

Aside from these questions of individual space allotment, however, the problem of the use of the family's common living-rooms is intensified when *rooms* is pared down to *room*. There are times when, inevitably, the living-room must and should be shared by all the family. What shall prevail then? Peace and order? Quiet reading? Lively play? What of the radio, for instance? Who shall listen when father wants the news, older brother wants the baseball finals and little sister insists on her nursery tales? If the budget allows for a small additional radio in the child's own room, that may help. But even so, there remain mealtimes and other times when the family will listen together. Here, again, some consideration and a sense of proportion will avoid issues and even yield positive values for the family's enjoyment. Parents may even learn to enjoy some of their children's programs with them, and children may find that some of their parents' programs are fun too.

These occasions for mutual enjoyment are valuable indeed, and may be the means of fostering that family “togetherness” which we have mourned as lost in this age of movies and automobiles. Such mutual enjoyments imply real tolerance and understanding of one another's interests and tastes.

The question of hospitality needs consideration, too. Children like to invite their friends to meals and for overnight. The opportunity to be both a host and a guest is much to be desired, for it is one of the ways by which children learn how other people live

(Continued on page 128)

Families and Their Dwellings

This article is the General Report and contains the recommendations on "Families and Their Dwellings" adopted by the White House Conference on Children in a Democracy, January 19, 1940, Washington, D. C.

THE words "home" and "family" are often used interchangeably. Perhaps they should be so used. When a dwelling is really a home it is because of the life that the family breathes into it.

The character of a dwelling is important to every member of the family, but especially to children, who spend so much time in and near the house and are peculiarly susceptible to environmental influences. The design, construction, and surroundings of a family dwelling should therefore be developed with adequate reference to children's needs.

For all persons the dwelling should at least afford shelter that is safe against the element; it should have sunlight and air; it should be safeguarded against fire and against impure water and improper disposal of sewage and garbage.

The dwelling should be well designed and large enough to offer such separate sleeping accommodations as the age and sex of its occupants may require; it is desirable that there should be separation of sleeping, living, and cooking quarters, and opportunity for privacy.

A dwelling in which children are brought up should meet other specifications also. The single-family house with its own yard is unquestionably the best type. Indoor and outdoor play space, at least for children not old enough to reach recreation places unaccompanied by an older person, and accessibility to school, doctor, church, library facilities, recreational opportunities, and neighbors are important.

A suitable dwelling place is therefore a matter not only of the design of the structure itself but also of the character of the immediate surroundings and of the planning of whole neighborhoods for mutual protection and advantage and for freedom from traffic hazards and other dangers and demoralizing influences.

Farm, village, and urban dwellings present different kinds of problems. Farm and other rural homes house half the Nation's children under 15 years of

age. Many of these children are members of large families. When the farmer chooses a home he considers the land and equipment, with which he must earn his living, as well as the dwelling. His limited resources of necessity may go into care of machinery and stock rather than into improvement of the house. Modern conveniences are usually expensive to install on the farm. Accessibility to community facilities constitutes a peculiarly difficult problem in rural areas.

Contrary to general opinion, many farmhouses are in effect "slum" structures, and this is particularly true of a large number of rented farms whose occupancy changes often. For example, 1 million of the 3 million farm-tenant families moved in a single year.¹ Upkeep of the dwellings is usually poor. Far below even this range are the shelters (or camps) of migrant families.

The Farm-Housing Survey made in 1934, covering 620,000 farm dwellings, showed that 18 per cent were more than 50 years old, and only 16 per cent were less than 10 years old. Less than 12 per cent had bath tubs, 8 per cent had central heating, 18 per cent had a home plant or a power line furnishing electricity, 17 per cent had running water in the house.²

In the city certain facilities such as indoor flush toilets, baths, and central heating are essential. This is especially true in multiple-dwelling structures. A recent study³ showed that of some 8 million urban dwellings 15 per cent were without such toilets, 20 per cent were without baths. One of every six dwellings needed major repairs or was unfit for use.

The undesirable dwellings in the main were occupied by families with low incomes. Sixty times as many "unfit for use" dwellings were occupied by city families paying \$10 or less per month in rent as were occupied by those paying \$50 or more; twenty times as many "in need of major repairs" were occupied by the \$10 group as by the \$50 group.⁴

The housing situation cannot be corrected overnight. Because of underbuilding during the depres-

sion years, there is an accumulated numerical shortage of more than 1½ million dwellings in cities and villages, in addition to about 2½ million worn-out houses in need of replacement.⁵ Some 3 million farm dwellings fail to meet minimum health and comfort standards.⁶ In the past, private capital, loans, and traditional ways of financing have provided the funds used in the construction of dwellings. The old ways obviously are not sufficient either for community planning or for financing the housing of low-income families. Since the solution is not likely to be an early general increase in family income great enough to make low-rent housing attractive to private enterprise, it is clear that local, State, and Federal government must take some responsibility and leadership in this field. Fortunately the past decade has been an epoch-making period in the history of housing. It has seen local, State, and Federal governments enter this field, especially for low-income groups, to an extent that gives promise of notable achievement.

The Conference makes the following recommendations:

1. The Federal Government should continue and expand its program of promoting slum clearance and new housing for low-income groups through further authorization of Federal loans and appropriations for Federal grants to local housing authorities.

2. The Federal Government should give attention to rural areas where half of the Nation's children live. Federal housing programs for rural areas should be adapted to rural conditions and should include grants and loans for construction of new homes and repair of substandard dwellings when their condition warrants, assistance in providing safe water supply and sanitation, and encouragement of electrification.

3. State and municipal governments should enact legislation to provide loans and grants for public housing and to authorize cooperation with the Federal Government in housing programs.

4. Better housing for families of moderate income should be promoted by safeguarding credit for housing purposes to assure low interest rates and long-term amortization, thus serving to stimulate private building and home ownership; by encouraging cooperative effort of industry and labor to reduce building costs; and by encouraging housing cooperatives and other agencies in which the motive of profit is subordinated to that of social usefulness.

5. Adequate regulatory laws should be enacted, and they should be enforced by competent inspection departments in every city. Such departments should have budgets sufficient for enforcement of laws and regulations concerning construction, management, maintenance, and repair of dwellings, and demolition of buildings when

necessary. Local governments should modernize their building, sanitary, zoning, and housing codes to conform to present knowledge of sanitary and other requirements and to eliminate needless cost.

6. Public-assistance budgets should include provision for housing adequate for family needs. In each community rent allowances should be based on the rental cost of such housing.

7. Continuous research by public and private agencies should be part of housing programs. Appropriations should be made for this purpose to governmental agencies participating in housing.

8. Since an enlightened public opinion is essential in housing, as in every other socially important field, citizen committees should be organized in communities to promote public interest, understanding, and support. Housing facts and problems should be made widely known to the public through formal and informal education.

¹ The Report of the President's Committee on Farm Tenancy, 1937 (p. 7), showed that in the spring of 1935, 34.2 per cent of the 2,865,000 tenant farmers of the nation had occupied their farms only one year.

² From an unpublished report by the Bureau of Home Economics, based on *The Farm-Housing Survey*.

³ *Urban Housing: a summary of real-property inventories conducted as work projects, 1934-36*, by Peyton Stapp, p. 4. Works Progress Administration (now Works Projects Administration), Washington, 1938. The data were obtained in 203 urban communities, which included more than two-fifths of the urban families in the United States. New York City was not included in the figure for dwellings in need of major repairs or unfit for use.

⁴ The statements in this paragraph are based on compilations from surveys for 22 of the cities.

⁵ *Introduction to Housing, Facts and Principles*, by Edith Elmer Wood, p. 70. U. S. Housing Authority, Federal Works Agency. Washington, 1939.

⁶ Estimate based on information in *Farm-Housing Survey*.

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Parents' Questions and Discussion

ANNA W. M. WOLF, Editor

How long is it advisable for my little girl of three to continue to sleep in the room with her parents? She has had her crib in her own corner since she was born, while her brother, aged eight, sleeps in the playroom. We have only a four-room apartment and cannot afford anything larger now. I thought this was better than to have her sleep with her brother.

It would be better if you could make arrangements for your little girl not to share your room. Children sense at an early age that there is something intimate and private between their parents and they are not always asleep when we think they are. There is evidence to show that this half-knowledge of sex relations, this guessing and wondering and, of course, misinterpreting, arouses fears and anxieties in children which may persist for a long time. Married couples should have privacy, and children need protection from continuous sex stimulation. Sharing a room with her brother is also open to objections. Not only are they likely to keep each other awake, but daily associations in sleeping and dressing keep sex curiosity unnecessarily to the fore. While there is no reason why they should not see each other nude, occasionally bathe or dress together, these contacts when continuous and unsupervised are not considered desirable.

A good way to arrange a four-room apartment when there are two children is for the parents to have a day-bed in the living-room, made up into a couch in the daytime. A folding table which opens up at meal-times is also more practical, when space is limited, than a dining-room. The difficulty frequently lies in the fact that families become tied to pieces of furniture when they would frequently be more comfortable and make better living arrangements if they did not own them. As a family grows and space for living does not, it is highly important to be able to make rearrangements.

Of course, as long as a third of the nation is improperly housed, as it is at present, advice of this sort is altogether futile. We are addressing those who can make changes if they really see the importance.

My husband is eager to buy a home, making a down payment and carrying the rest on mortgage. He has the conviction that a family is not

really a family unless it has its roots in its own home, in its own home town. Times are so uncertain that I am afraid to take a step which keeps us tied down and financially obligated. Perhaps I am just restless and hate the idea of being fixed to a certain spot, but I want to do what is best for the whole family.

There is no one answer to this problem. There are advantages and disadvantages in both courses, and you and your husband will have to decide which are more important in your case. It is true that times are uncertain. Is your husband justified in feeling that his business connections are on a fairly solid foundation and that you are likely to remain in this town? Are you both happy where you are? Do the neighborhood and the schools where you would buy offer the advantages for your children which you want? Certainly there is a psychological value in feeling deeply that you belong somewhere and, feeling this, to expend yourself constantly in improving both the place which is your "own" and the community which is your "own," though in a different sense.

Some people are constantly on the move because they are temperamentally unable to put down roots anywhere. They fancy that in the next place, and then the next, they will do better or feel happier. It is well to remember, therefore, that geography rarely solves one's personal problems. You are bound to take them with you. Therefore it is well to scrutinize closely your own motives for fearing to be "tied." Of course, if the uncertainties in your life are really much greater than most people's, renting a house or an apartment until your future is more clearly defined may be the thing to do now.

After wandering about a great deal, my husband and I finally bought property in a housing development where there is a good school and other supervised activities for the children. We thought this was going to be ideal, but our boy of seven has run into some very unpleasant children in the afternoon group and the supervisor seems indifferent to what is going on. Many of the mothers complain. I hate to move again, but my boy has been unhappier since we came here a year ago than ever before.

Whether one is in a housing development or not, whether one lives in one's own or a rented house, there is always the possibility of running into "undesirable" children and hard situations which test one's patience and ingenuity. Perhaps your initial mistake was in expecting anything to be "ideal." What a community such as you live in offers is a chance for families to get together socially and to work out joint solutions for their problems. If the group supervisor is not doing her job, and most of the parents agree about this, surely you could get another. Maybe, however, she needs some help from the parents to see things clearly, and time to find a solution. It is never possible simply to turn one's children over to "an expert" and expect everything to run smoothly.

It is possible, too, that the trouble lies not with the group and the supervisor but within your boy. Have you honestly faced this possibility? Part of growing up consists in learning to adjust even to difficult situations. Running away from them to another place where one fancies everything will be smooth and delightful rarely makes for real development.

My daughter of twenty has been going with a young man, now twenty-five, for two years and they want to get married. While we have never had a great deal of money we have been able

to give our children some of the basic comforts of life and they are used to them. Now these young people propose to live in one room and "kitchenette" (really just a gas burner in a closet), with the bathroom down the hall, shared by other tenants. I am trying to persuade my daughter to postpone marriage until her husband earns enough to provide at least a separate bedroom and their own bath, but they are very stubborn. I can't bear to see them go ahead in this way.

If this is the only objection to their marrying now, I believe I would let them go ahead, and be proud that you have a daughter with courage enough to live without the niceties which we are all too inclined to think are "essentials." Young people do not have to begin in the style to which they are accustomed. If they lose their belief in their ability to cope with inconveniences and even hardships, they—and society at large—are the poorer thereby. It is possible, besides, that you have forgotten that times have changed, and probably permanently. Earning a living gets harder and harder every day and luxuries rarer, and everyone will sooner or later be called on to adjust to these facts. Be careful that you are not handicapping your daughter by making her take for granted standards of living which are already beginning to belong to a bygone era.

Suggestions for Study: Where Do You Live?

TOPICAL OUTLINE

I. HOME SWEET HOME

Loyalty to home and family—its value to the individual; to society. Relation of the house we live in to our feeling of home. Owning one's home vs. renting on a short-term lease—advantages and disadvantages in each case. Government projects to promote better housing—what are they? How do they affect various income groups?

II. THE HOME AND THE COMMUNITY

A sense of home should include more than one's personal property. The family's participation in community life—economic development, schools, church, other civic organizations. How far may we be individualistic? To what extent have we duties and obligations to our whole community? Value for children in a genuine sense of "belonging" to a community.

III. DESIGN FOR LIVING

Making the most of wherever we find ourselves. Advantages and disadvantages of life (a) in a large city, (b) in a small city, (c) in a suburb, (d) in the country. Securing cultural, educational, recreational and social advantages in each of these circumstances. Parents and the community they live in; importance of their feeling of "belonging" to the development of their children's sense of "belonging."

QUESTIONS FOR DISCUSSION

1. Mr. and Mrs. D. were both reared in a large city and love it. Now that a family is under way, however, they wonder if they should not move out of town where the children can have plenty of space to play, freer neighborhood life, and public schools which are not crowded. They hate the thought of leaving their friends and city activities, but believe that their children would be better off. On a small income, what do you think is the wise decision? Give reasons.

2. What are the advantages and disadvantages of rural districts having large, centralized public schools which take the children from a great many outlying villages, as compared to each village or township having its own smaller "little red schoolhouse"?

3. The R. family have moved six times in ten years, though Mr. R.'s place of business has not changed

(Continued on page 123)

Science Contributes

SOME NEW TRENDS IN PHYSICAL EDUCATION

By ESTELLE BARNES CLAPP

DR. JAY NASH, head of the Physical Education department at New York University, and Dr. Jesse Williams, head of the Physical Education department at Teachers College, Columbia University, were interviewed in order to determine what seem to be the latest trends in physical education.

It is the opinion of both of these educators that the most significant advances in this field have come from the application of the findings of mental hygiene to physical education.

Twenty years ago good or bad posture was thought of chiefly in terms of body mechanics. The teachers of Physical Education studied their charts and by looking at a child could tell him whether his head was inclined one, two, or three degrees forward, or how hyper-extended were his knees. They could tell all about his kyphosis, his lordosis, or his scoliosis, and whether it was structural or functional (postural). According to how much experience the particular educator had received in an orthopaedic hospital, he could advise going to a bone specialist in structural cases, and taking remedial or corrective exercises in postural cases.

This was all a step in the right direction, but the tendency was to think of the child's posture in physical terms only. Today, teachers of physical education think of the child's posture in terms of his emotional as well as his physical life. When the child is studied for "good" or "bad" posture the educator is interested also in his environment, his heredity, his nutrition—whether or not the child is self-confident and happily adjusted. They know that when a child feels he is doing something well, his eyes shine, and he stands erect without any admonitions of "Stand up straight—hold your chin in—shoulders back."

Every mother is interested in her child's posture. If his posture isn't all it should be she worries and says, "I can't understand why Jane doesn't stand up straight. I keep after her all the time and it doesn't do any good at all." Her "keeping at" Jane usually means continuous naggings which go in one ear and out the other. It is a rarely intelligent mother who "gets at" the reason why Jane or Johnny have poor posture.

One mother said, "Whenever my daughter has on

a new outfit she fairly struts up the street. I can't get over how high she holds her head then. Most of the time her posture is terrible."

In this particular case the child was a young adolescent, very sensitive and shy. She was an only child and particularly embarrassed in her relationship to boys. The freshman girls who were her friends were beginning to go out with boys, and at this stage she felt self-conscious and insecure about her place in the group. She had not yet learned to be at ease in a mixed group, and her posture reflected her feeling of inferiority. The "new outfit" bolstered her against a feeling of not being wholly accepted by the group. Temporarily, at least, she knew she looked attractive, and she held her head up because she was pleased and satisfied with her outward appearance, but good posture could not become permanent until the girl had built up that same pleasure and satisfaction about her inner self—her assuredness that she was one with the group. All of this takes time, and the new outfit was an indirect but not remedial way of attacking her problem.

Too many mothers treat posture as though it were an old or new garment which could be put on or discarded as easily as one's wardrobe. They say to the physical education teacher or to the classroom teacher, "Can't you do something about Susie's posture? I talk to her until I am blue in the face. Can't you tell her to stand up straight? She will pay attention if you tell her."

And too often the teacher will brush the matter to one side by saying, "Of course, I'll speak to Susie about it," instead of taking the time to explain to Susie's mother that a child can't acquire good posture by talking about it. There are many things to be considered. Has Susie just gotten over bronchitis? When did Susie have her tonsils out? Is Susie upset over the arrival of the new baby in the house? How is her emotional adjustment at home? From the teacher's observation Susie is not trying as hard as she might in her work in school. She used to be one of the leaders of her class, but of late she has been quiet, submissive, almost resentful at times. The teacher has been worried about Susie. She has grown very fast during the last three months, and her desk has

been adjusted, but in Susie's case the poor posture seems to be more than a matter of adjusting the desk, more than a matter of telling her to stand up straight. There seems to be an emotional factor at the root of it.

Susie has had a hard winter, physically. Perhaps the posture would be helped more if it were not mentioned directly by either the mother or the teacher. Perhaps it should be attacked from the angle of first building up Susie's low physical condition, which in turn would help her emotional state of insecurity. Perhaps if both the mother and the teacher tried complimenting Susie on some of her good qualities it might help her to be more sure of herself, and in time her posture would take care of itself, because there is nothing structurally wrong with her posture.

Dr. Jesse Williams of Teachers College says, "There is no such thing as 'good posture'; it is 'good posturing.'"

Dr. Jay Nash of New York University says, "Why pick on the child about his posture? He can't help it. Give him a chance. If he's sure of himself, he'll have good posture."

THIS same mental hygiene attitude on the part of both the physical education teachers and parents can be applied toward the child's play, whether supervised or unsupervised, in order that he may derive his full share of exhilaration and relaxation from it. For years there has been too much emphasis put on *winning* the game instead of the *game* itself. This is more often the fault of pressure groups than of the physical education department. Too often even now in secondary schools the physical educator is paid mainly to produce a winning team. Cereal advertisements bombard children with the assurance that if they eat a certain kind of cereal they will grow up to be football stars, and mothers have carried the idea over to spinach as well. Every toy shop bulges with football suits and football helmets, and every little boy from five up is a sissy if he doesn't have a football outfit.

A certain young couple boasted that their five-year-old son hadn't missed a football game played by his father's college team since he was two years old, and that he could kick a football with the best of them.

This doesn't mean that child is going to grow up with a football hero mania, but it does mean that a few games in which most of us never partake are so magnified in importance in the life of the average child today that he must acquire almost a professional interest in just watching the game, instead of indulging in sport for the sheer fun of playing.

With this realization many physical educators throughout the country are stressing *co-recreational activities*—games that boys and girls in secondary schools can play together, games that they will continue to enjoy playing after they graduate from school, games that bring about a more satisfactory social relationship. They are turning to such games as tennis and badminton and golf and ping-pong. And they are learning how to enjoy square dances and social dancing and modern dancing together. Dr. Williams feels that this trend is one of the most important projects in the secondary school today. He says, "The main thing to teach in schools is what you are going to do later on in life."

Often parents will ask, "What about strenuous physical activity just before and during adolescence? Is it good or bad?" Dr. Nash believes in strenuous games for both boys and girls before and during adolescence, but he stresses the danger of not letting nature take care of the amount of *rest* which each child needs along with the strenuous activity. He points out that if one observes a group of children at play without supervision, one can readily see how they handle the situation by "letting nature take care of the amount of rest needed." Watch them play baseball for awhile, and see how, when they appear to weary of that, they try marbles for awhile, then a vigorous round of cops and robbers, and back to marbles again. Dr. Nash says that too often it is the teachers of Physical Education who forget the child in their zeal to win the game. Too often the child's physical capacity is overburdened by insisting that he run so many yards in so many minutes, and that he play a strenuous game for a certain length of time. The teacher forgets that he must figuratively keep his finger on the pulse of each child who is participating in the activity, because each child's reserve energy differs in certain respects at certain times. The teachers of Physical Education and parents should learn to sense when children are drawing on this reserve energy; then is the time to let nature take its course and take time out for a rest.

Dr. Nash believes that physical activity for children, whether it be alone or in groups, can build power which branches into mental growth, because such activity is a process of getting impulses and attitudes and emotions into shape, and that we lose this power if we don't use it. He believes that the power pyramiding age are those years up to around the fifteenth year when the child reaches a plateau. Before and during early adolescence the child needs about three to five hours a day of physical activity.

In the progressive schools there has been a great deal of correlation between the Physical Education department and the other departments such as Music, Poetry, Painting, and the Modern Dance. Dr. Williams thinks that the average school cannot supply enough physical activity for the children if the Physical Education department attempts such integration.

Dr. Nash, on the other hand, says that one has no right to shut anything up in compartments, that one cannot cut up activity into purely physical compartments. Because of this feeling he resents the use of the word "physical" as applied to physical education over the years. He tries to get away from the word "physical" in all of his teaching in educational philosophy and psychology.

In his new book, "Teachable Moments," he debunks many of the trite labels in health and Physical Education which have become common terminology for the layman—words and labels and terminology which have no backing from science. He believes, for example, that much of the hygiene that is taught

in the schools under the guise of science could be found in Emily Post's book on etiquette. He quotes from several textbooks to show how the variations in the rules listed under health habits and the differences of opinions expressed by health authorities are so confusing that the fundamental principles underlying health are practically hidden.

Dr. Nash thinks that the real question of what can be done for the promotion of health from an educational standpoint should be the combined concern of the home, the school, and the community. Just talking to children about such things in hygiene classes brings little result. Health attitudes, like many others, must be "caught and not taught." The child is powerless to effect change in the home by himself. But consulting with parents may bring about immediate and effective changes. Clinics and institutes for Child Welfare and Guidance, public lectures and the school's distribution of special information for parents are of far greater value than the teaching of health rules in the classrooms.

Children's Books

A selected miscellany of 1939 publications received too late for the December list of the Children's Book Committee.

It's Fun to Listen. By Coit and Bampton. Harold Flammer, Inc. 47 pp. \$1.50.

Little stories about everyday things and creatures, set to music which invites the very youngest listener to participate in rhythmic activities as he listens.

The Story Book of the Things We Wear. By Maud and Miska Petersham. John C. Winston Co.

A welcome addition to the growing number of delightfully readable, informative, and artistic books with which these gifted authors have delighted young readers. There is a section on each type of material, and each of these sections is available also in a separate volume at 60c. (7 to 9)

The Silver Llama. By Alida Malkus. John C. Winston Co. 107 pp. \$2.00.

An addition to the recent group of llama books, contributing much information and local color from the Andes in a distinguished book with fine illustrations. (7 to 9)

Pot-Luck with Lobsters. By Margaret Friskey. Oxford University Press. 60 pp. \$1.50.

Two children of Brittany want very badly to go to the Fête at Concarneau, but they need some new clothes. We learn how they got them in a charming story. (7 to 9)

The Cherry Street House. By Eleanor Weakley Nolen. Thomas Nelson & Son. 193 pp. \$1.00.

The adventures of small black Susannah, the personal servant and "very special friend" of young Nellie Custis, on her trip to New York with the Washington family. (7 to 9)

Blackfellow Bundi. By Leila and Kilroy Harris. Albert Whitman & Co. 64 pp. \$1.50.

A small black boy's adventures as he struggles across the Australian Bush in an effort to find his tribe—a story full of strange interest, told with beauty and convincing sympathy, and dramatically illustrated in colored lithographs. (7 to 9)

Panuck, Eskimo Sled Dog. By Frederick Machetanz. Charles Scribner's Sons. 94 pp. \$1.50.

Beautiful pictures and clear, well-written text make this an excellent, informative book, with much real data on sleds and sled dogs, their harnesses, and way of life all woven into an adventure story for younger readers. (7 to 9)

Real Boys and Girls Go Birding. By Jack Van Coevering. Lippincott. 150 pp. \$2.00.

Little adventures in observing birds told in an engaging fashion and illustrated with splendid photographs. (8 to 12)

Curtain Calls for Joseph Haydn and Sebastian Bach. By Opal Wheeler and Sybil Deucher. E. P. Dutton & Co. 102 pp. \$2.00.

These authors' delightful little biographies of Haydn and Bach, published earlier, are here pleasantly dramatized into two short, effective plays interspersed with music selected from the masters. They are arranged for casts of flexible numbers, ranging from fifteen to thirty, and for a variety of ages, down to six-year-olds.

A Child's Book of Famous Composers. By Gladys Burch and John Wolcott. A. S. Barnes & Co. 184 pp. \$1.50.

Pleasantly informative brief biographies of twenty great composers placed in relation to the contemporary scene. (9 to 12)

Osa Johnson's Jungle Friends. By Mrs. Martin Johnson. Lippincott. 200 pp. \$2.00.

Much information about jungle animals personalized through the author's observations and experiences. (10 to 12)

Sleepy Tom. By Dwight Akers. Putnam. 217 pp. \$2.00.

An exciting tale of a horse and his young master, based on the life story of a famous blind pacer who raced in Ohio fifty years ago. (10 to 12)

Fafan in China. By Joe Lederer. Holiday House. 137 pp. \$2.00.

A good-looking book and an exciting story in which a Swiss boy in Shanghai has thrilling adventures in rescuing his Chinese friend from kidnappers. (7 to 9)

Here Is a Book. By Marshall McClintock. Vanguard. 52 pp. \$2.00.

An unusual presentation of the processes of writing a book and having it published: editing, printing, illustrating and selling. The first half is exposition,

while the second half is the book itself, an appealing story of two boys and a girl who publish a newspaper. (10 to 14)

Here Comes the Mail. By Robert Disraeli. Little Brown & Co. 117 pp. \$1.25.

The stupendous work of the U. S. Postal Service is made very clear in this step by step explanation of its various departments. A stimulating, clear and enthusiastic account illustrated with many excellent photographs. (10 and over)

Fair and Warmer. By Joseph Gaer. Harcourt, Brace and Co. 136 pp. \$1.25.

A thoughtful and valuable account of the development of weather observation from myths to modern science, and particularly of the methods and varied problems of the U. S. Weather Bureau. Excellent photographs and diagrams help dramatize this somewhat technical subject. (12 and over)

Men and Trees. By Joseph Gaer. Harcourt, Brace and Co. 118 pp. \$1.25.

An inspiring and challenging presentation of our nation's forestry service with photographs to help dramatize the need for conservation of our trees. (12 and over)

They Did Something About It. By Robert M. Bartlett. Association Press. 144 pp. \$1.25.

Brief biographical sketches of persons distinguished in widely different fields—Charles F. Kettering, Richard E. Byrd, Madame Chiang Kai-Shek and others—with emphasis on their unusual fibre. (12 and over)

Our American Money. By Joseph Coffin. Coward-McCann. 153 pp. \$1.75.

A very informative book—extremely interesting for the initiated coin collector. (12 and over)

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Radio for Children

SPECIAL INTEREST PROGRAMS

IN THE last issue of *CHILD STUDY*, the Children's Radio Committee of the Child Study Association reviewed a cross-section of the programs being offered to children for their entertainment in the late afternoon and early evening hours and weekends. In addition to programs of sheer entertainment value, many children listen to programs which appeal to their particular interests, whether or not these programs are designed for adults. Certain children listen regularly to the sports commentators, others to news, or quiz programs, to music, or to programs concerned with some particular hobby. The following is a sampling of such programs which seem to have some special appeal to young listeners—though not, perhaps, to those under ten.

Programs for Hobbies and Special Interests

Captain Healy Stamp Club. NBC (WEAF)—Monday, Wednesday, Friday, 6:30 p.m. E.D.S.T.

Dramatized stories of historical events and heroes or about characters who have been memorialized in stamp issues. Told by a former British army captain, they tend to deal largely with military glories. Information and news about stamps follows the story. (For stamp collectors, 10 and over.)

Airplane Club. MBS (WOR)—Saturday, 11:00 a.m. E.D.S.T.

Discussion about model construction and racing, presented in a manner too dull to interest any except the most ardent and mature devotees of this hobby.

Sky Blazers. CBS (WABC)—Saturday, 7:30 p.m. E.D.S.T.

Dramatized true stories about fliers and flying exploits which would interest air-minded youngsters. Effective acting, script and sound effects.

Hayden Planetarium. MBS (WOR)—Saturday, 11:45 a.m. E.D.S.T.

Much information about various natural phenomena is presented in an entertaining way, with a child audience participating.

Pet Club. MBS (WOR)—Saturday, 8:45 a.m. E.D.S.T.

Answers questions concerning the care and training of dogs.

Art for Your Sake. NBC (WEAF)—Saturday, 7:00 p.m. E.D.S.T.

An excellent attempt at widening popular appreciation and understanding of good pictures. Stories and discussion about artists, their techniques and their backgrounds. Combines listening with visual aids by offering low cost reproductions of the pictures discussed. (Off the air at present.)

The World Is Yours. NBC (WEAF)—Sunday, 4:30 p.m. E.D.S.T.

Dramatizations on general and science subjects, planned and prepared by the Smithsonian Institute and hence highly authentic. The programs are well presented, interesting, and varied, presupposing some background of information. The appeal is to mature listeners, probably over 12.

Call to Youth. NBC (WEAF)—Saturday, 12:45 p.m. E.D.S.T.

Stories about religious subjects, saints and biblical events and characters, especially addressed to Catholic youth.

Quiz Programs

Information Please. NBC (WJZ)—Tuesday, 8:30 p.m. E.D.S.T.

A most entertaining and amusing spontaneous quiz program which young people can enjoy with their parents. Presupposes a good general educational background and some cultural interests.

Name It and Take It. NBC (WJZ)—Friday, 5:00 p.m. E.D.S.T.

A guessing game, with impromptu adult participants and prizes. Amusing and light, with easy questions, and popular songs interspersed as "clues."

Name Three. MBS (WOR)—Saturday, 8:00 p.m. E.D.S.T.

A good quiz program to which older children might enjoy listening.

Beat the Band. NBC (WEAF)—Sunday, 6:30 p.m. E.D.S.T.

A music quiz in which the members of a band are interrogated by listeners. The answers are informative and the music light and entertaining.

Music

Broadcasts to schools for music appreciation are available on many stations. These are not reviewed here, since only out-of-school listening is being considered.

Musical Americana. NBC (WJZ)—Thursday, 8:00 p.m. E.D.S.T.

An introduction to American musicians in a varied program of old and new material, featuring young American artists.

So You Think You Know Music. CBS (WABC)—Sunday, 2:35 p.m. E.D.S.T.

Entertaining, educational and often humorous half-hour, quizzing musical amateurs as well as prominent professionals. Questions include a variety of musical topics, and identification of biographical facts, composers, and musical compositions.

Your Hit Parade. CBS (WABC)—Saturday, 9:00 p.m. E.D.S.T.

Current popular swing at its best. The season's hit songs of radio, stage, and screen are rated according to their popularity and performed by a good band and popular swing singers.

News and Sports

There are at present no news broadcasts on the major chains especially addressed to children, and this is a noticeable lack. But children do listen to the adult news programs. It would be difficult to single out those newcasts or commentators most appealing or most suitable for younger listeners since this would vary from family to family and from child to child. It is safe to say, however, that children in the country and small towns are greater news listeners than those in large metropolitan cities where many newspapers and almost hourly editions are available. On the whole, the news flashes, especially those from foreign capitals, seem to have more appeal to children than the more temperate and thoughtful commentators, though such regular commentators as Lowell Thomas, Raymond Gram Swing, Mark Hawley, Paul Sullivan, H. V. Kaltenborn, and Elmer Davis do

have a following of young listeners. This is one realm of listening where adults, listening with their children, can be helpful as interpreters, particularly in providing a point of view, lest *immediacy* crowd out *perspective*. Particularly do children resent the practice by some commentators of giving their world-stirring news along with their advertising lines—without any shift in the dramatic tone of voice.

Among sports broadcasters, too, children choose for themselves. Reports of current sports activities, scores and sidelights on sports heroes and participants, attract young listeners to such reporters as Stan Lomax, Bill Stern, Paul Douglas, Sam Balter, Mel Allen, and Waite Hoyt.

THE DREAM HOME OF YOUTH

(Continued from page 108)

they feel that it is essential to *their* way of life. Another young couple have a beautiful, almost elegant home; yet they feel that they can afford tickets to the movies, ball games or concerts only very rarely. I know one struggling young couple who get through the week on scanty, almost inadequate, meals, yet who breakfast at the Ritz every Sunday morning. Each of these couples is bound to seem eccentric to the others. But many such eccentricities may be perfectly legitimate; we must recognize that everyone has his pet extravagances as well as his pet economies. Some such idiosyncrasies and preferences are an integral part of a couple's combined personality, while others are an expression of its youth. Many idiosyncrasies vanish and even tastes and preferences change as a couple gets older, as children bring new invitations to play—and new invitations to spend money.

Indeed, we may find a significant difference between a real home and a dream home in the fact that a real home is constantly changing. It is a living, organic, growing being, altering from year to year as the human beings who constitute it grow and develop and change. Even the most imaginative and resourceful creator of dream homes seems to forget that the patter of tiny feet changes in time to the clatter of feet getting larger. The stairs must, therefore, be built with this in mind; the carpet on the stairs must be replaced from time to time to meet new needs. In the same way, certain of the home's physical properties must be chosen to last through the years, while others will be chosen with the knowledge

that in one year or five years or ten years they will no longer be useful or appropriate.

Not only do human beings normally grow and develop, but conditions over which they have no control may completely change their mode of living. A young bride furnished her home while her husband, though not exactly rich, had a very good job for a young man and seemed to be on the way up. Shortly after they had moved into a very charming apartment of the kind she had always wanted, the husband lost his job, and he then was out of work for a long time. When he did get a job, it was at a much smaller salary and with a less promising future. Meanwhile they were expecting a baby and were forced to move into a smaller place. But the furniture the bride had bought for their first "picture-like" home was just as appropriate in the new crowded apartment, and it would have been just as appropriate for the house they expected to have some day, the house they may still have some day. Sound taste in furnishings has been displayed here, and a fair amount of luck had certainly been at work. But this young woman had bought her things with a deep sense of basic values.

MOST young people must be helped to appraise what is forced upon their attention in terms of enduring purposes and needs. In small things and in large, they must learn to choose for use and beauty, for comfort and enjoyment, whatever the standards of living, whatever the prevailing mode of life. While building for the future, young couples must still be helped to create in the present the kind of home that is appropriate for them—for them, here and now.

Some parents, with the worthy intention of raising standards of living, impose upon their children as the only possible pattern the kind of home which has taken them years to build. The young people, on the contrary, must think and plan in terms of a simpler and more plastic design, which assumes both the need and the space to grow. One young couple had dumped upon it with the parental blessings a complete set of furniture perfectly suited to a home of middle-aged people with an established place in the community and an established routine of living. These young people still had their place to make, they had still new friends to cultivate, they still had many important choices to make, including even the section of the country in which they wanted to make their permanent home. But the furniture itself insisted upon a style of life that was quite out of keeping with these young personalities in their present stage of development.

Now, more than ever before, it is futile to draw detailed plans of what our homes, our families, our lives will be in the future. Now, more than ever, all educational efforts, for children, for youth, for adults, must emphasize flexibility and adjustment, rather than fixed doctrines in thinking, frozen formulas in action, or stereotyped standards.

With the world we have known crumbling and tumbling about our ears, one wonders how anyone can take time out to build dream homes for the future. Or, as we have been doing here, attempting to sketch rough outlines to help others build their own dream homes. To those who object to such dreams I would say that unless we can go on dreaming there is no point in living at all. Literal realism, or the reduction of all efforts to the assurance of prime physical necessities, may prolong the existence of the race or of particular individuals for a day or a year; but in itself it is not human. An Oklahoma film exhibitor reported on "The Grapes of Wrath" to a trade journal that it was a good picture, and fair business, but that "it is very depressing and some of the working class found it too much like home." It is legitimate for people to seek escape in fantasy. If the films were merely mirrors of the familiar they would serve no useful purpose. And it is legitimate for people to have dreams, and to strive for them. That is distinctly human and by all means to be encouraged. But when youth begins to dream and to plan its own home, it should be clear as to what it is ready to sacrifice for the essentials.

SUGGESTIONS FOR STUDY

(Continued from page 116)

in this time. What are the commonest reasons for the constant moving which tends to become more and more characteristic of American families? To what extent are these moves due to psychological restlessness rather than practical necessities? What values are gained in such moves? What lost?

4. A young couple with a baby, living on a small income, are weighing the advantages of a two-room apartment in a run-down neighborhood and an automobile, vs. the advantages of a larger, pleasanter home in a good neighborhood. If they choose the latter they will not be able to afford the automobile. Both of them love to "go places," and dread a feeling of being "stuck." What choice do you think they should make? Give reasons.

Book Reviews

The Creative Adult. By Hughes Mearns. Doubleday, Doran, 1940.

This is a very stimulating book, in spite of the fact that the material in it is not new and occasionally the style is overly purple. What Mr. Mearns has to say needs to be said again and again to keep us from goose-stepping our way through stereotyped reactions into smug complacency. In this book, as in *Creative Youth* and *Creative Power*, the author iterates and reiterates his belief that every human being is creative, but that custom, factory-made taste, feelings of unworthiness, fears, inhibitions prevent us from being ourselves. "Fear of the world's persecution of the individualist, fear of the world's insistence upon unwavering perfection—these, and at least one other, make up the obstacles that stop the healthy growth of the creative spirit among adults; that other is the fear of the world's charge of low taste."

Mr. Mearns believes that much of our stoginess is due to the "perfectionist" teacher. "Everywhere in the schools the perfectionist bars the way to enlightenment. He is often a patient, kind fellow with a pious face; he knows only what he has been told, the perpetual student, the ever-faithful but ever-dependent; never a man of parts, he plays safe by holding no opinion of his very own. There are so many of them, silent, resisting, unreceptive; they block the ways." The creativist, on the other hand, knows that the cultivation of personal gifts proceeds from crudity to crudity, from ineptitude to ineptitude. His followers will not shine at first while they grope with the difficulties of self-understanding, but eventually, if led with sympathy and confidence, they may surpass even their master." All that Mearns says is so sound, that I think *The Creative Adult* should be helpful to a wide audience.

BESS B. LANE.

A Living Philosophy of Education. By Carleton Washburne. John Day Company, 1940.

Every part of the school program is here discussed—the physical set-up, methods of teaching various phases of the curriculum, the mental hygiene program, relationship of school and community, and qualifications of the superintendent and teachers, their relationship to the community and to the school board.

It is primarily a report of the Winnetka school system and the philosophy behind the program. Dr.

Washburne explains how and why they have arrived at these conclusions. He presents the arguments of the conservatives and the progressives, and the weaknesses which he sees in the extremes of both. He concludes that "a curriculum in which there is a planned approach to the learning of the common essentials of subject matter and which is balanced by opportunities for initiative and for the following out of special interests and creative activities and in which the common essentials are learned at the appropriate time in terms of the child's readiness and in relation to their use and therefore with interest, has the virtues without the faults of the child-centered curriculum."

At Winnetka, this is accomplished by using "creative activities" and also "*ad hoc* activities" which are teacher-planned or stimulated in order to give certain experiences which are likely to result in definite learnings, that is, things which make for a "functional learning of the common essentials."

Dr. Washburne shows how integrated programs often go astray because subjects are integrated with each other but not with the child's experience. Also, all children in a class may not be ready for the same project or activity at the same time. Sometimes an activity has such a variety of aspects that every child may find interesting and satisfying development in it, but the author thinks that teachers often assume this to be true when it is not. In addition to the larger class activities, he sees the need for careful planning of "individual experiments," that is, supplementing for each child as he reaches the stage of development for it, a given unit of learning or experiments to be carried out by an individual or very small group.

This book is written mainly for teachers and other educators. I think it also has much for parents interested in school curriculum.

GLADYS G. MORRIS.

Youth Looks at Religion. By Arthur C. Wickenden. Harper, 1939. \$1.50.

It is difficult to imagine a better exposition of liberal Christianity or one written with more clarity and simplicity—all within the space of 204 pages. The author, Professor of Religion at Miami University, explains that the book is written to meet the needs of young people as he has seen them during his years of teaching and conferences. The questions discussed are supposed to be those raised by mature high school students and those of college age. But the result

may well challenge the thoughtful interest of most adults.

In his first ten chapters, Professor Wickenden examines most of the larger controversial questions of religion, giving an impressively fair presentation of the conservative and liberal points of view. In the last three chapters he discusses: Why the Church?—for which he finds a deeply convincing and growing need; next, Religion and Social Change, in which he poses challenging social ideals which the church should work for; and, last, The Future of Religion, where he indicates on a few pages, with startling clarity, the inevitable conflict confronting Christianity from the philosophies of Communism and Fascism.

This book is in the same class with Dr. Fosdick's two books, "The Modern Use of the Bible" and "A Guide to Understanding the Bible," and adds something distinctly its own. It offers a real challenge to the religious thinking of our youth and those who work with young people.

EDITH B. WERTZ.

Marriages Are Not Made in Heaven. By Janet Fowler Nelson and Margaret Hiller. Woman's Press, 1939. 158 pp. \$1.75.

A wise, informal book about marriage, written for young business women to be used as a basis of group discussion. Because of the authors' warm human understanding and frank meeting of the problems of sex and marriage, this book is most valuable for young people as well as group leaders.

A. B. A.

Mental Hygiene in Modern Education. Edited by Paul A. Witty and Charles E. Skinner. Farrar & Rinehart, 1939. 549 pp. \$2.75.

A good book for parents, especially those active in Parent-Teacher Associations and other allied school organizations, and for teachers as well. It gives simple, direct exposition of mental hygiene as applied to school children from the nursery years through adolescence. Not too psychiatric, but not too superficial either.

C. L.

Character Education in a Democracy. By Samuel R. Slavson. Association Press.

A book on character education which approaches character in terms of modern psychological, sociological and anthropological thinking. It's good enough in conception to be maddening in its defects. Obviously Dr. Slavson knows a lot, but he is often bogged down in verbiage. None the less, this book comes closer to a real understanding of the roots of character

—racial, social, and psychological—than any book I have seen which approaches "Character Education" as a thing in itself.

H. G. S.

Democracy's Challenge to Education. Ed. Beulah Amidon, of Survey Graphic. Farrar & Rinehart, Inc., 1940.

This book is a reincarnation of the special educational issue of *Survey Graphic* of October, 1939, with an added chapter, "One State Looks at Its Schools," from the November number. Because of its value and timeliness, this book is used to begin the Farrar & Rinehart Series in Education. Cutting across the vast field of education in the United States, these articles, by more than twenty eminent workers and writers, present a stimulating picture of present conditions and future hopes for education in our democracy.

M. R. L.

FICTION

I Knock at the Door. By Sean O'Casey. Macmillan, 1939. 269 pp.

A charming autobiography which covers the first twelve years of a poet's life. A sensitive picture of the feelings and phantasies of a child exposed on the one hand to poverty and brutality—but protected throughout by a deep sense of his mother's warm love and loyalty. There is a great deal of insight into the feelings of childhood.

H. G. S.

Polonaise. By Martin Hare. Macmillan, 1940. 273 pp. \$2.50.

A fifteen-year-old English boy and his two younger sisters are sent to Polish relatives because their parents are going to be divorced. Upon the boy is placed the responsibility of the choice between living with his father or his mother. Through his suffering from the heavy burden put upon him, his parents come to face their real emotions about their situation more honestly. A moving account of a boy's dilemma.

I. W. H.

My Mother Is a Violent Woman. By Tommy Wadeldon. Coward-McCann, 1940. 128 pp. \$1.50.

This delightful, un-selfconscious book, written by a thirteen-year-old boy, shows the happy affectionate relationship between father and son and a strongly emotional, yet thoroughly wholesome mother. An amusing and refreshing picture of family life.

I. W. H.

News and Notes

Parent Education in Colorado The Colorado Parent Education Council has invited Mrs. Sidonie Matsner Gruenberg, Director of the Child Study Association, to the State of Colorado to act as their parent education specialist and conduct conferences and classes for one week each at six university or college campuses in the state. The schedule is as follows:

Colorado College of Education, Greeley, week of June 17; Colorado College of Education, Colorado Springs, week of June 24; Western State College, Gunnison, week of July 1; University of Denver, Denver, weeks of July 8 and July 15; Adams State Teachers College, Alamosa, week of July 22; University of Colorado, Boulder, week of July 29.

The lectures, which will vary in number at the different universities, will cover the following general topics: The Challenge of Present-Day Parenthood, Newer Concepts of Discipline, Training for Character and Responsibility, Children and the Outside World, Special Problems of Emotional Adjustment, Individual Differences, Home and School, Problems of Adolescence and Youth, Sex Education—Facts and Attitudes, Parents as People.

During her stay in Colorado Mrs. Gruenberg will make her headquarters at the Faculty Club at Boulder.

Radio School Lessons Broadcasting in the classroom as a means of educating school children is advocated by Miss Olive S. Peck, Supervisor of Sight-Saving Classes in Cleveland, Ohio. Schools have made wide use of all visual aids in education, but the auditory sense has been rather neglected. The Cleveland Public Schools have been pioneers in the field of using radio as a supplement to the regular classroom teaching. One hundred and fifty radio sets have been installed in the school system, one for each school. At first only music appreciation lessons were broadcast, then arithmetic was started in 1929. The results of these lessons were so successful that now art, English, science, social studies, and many other subjects come over the air.

It is believed that one of the greatest benefits of these radio lessons for children is the daily "eye rest period" which it affords. Another development of the use of broadcasting is an increased interest in speech. The children become more speech-conscious as the radio trains their auditory sense.

Writing for Children Besides the workshops in the novel, short story, playwriting, prose and poetry writing conducted regularly at the Writers' Conference in the

Rocky Mountains at the University of Colorado at Boulder, a new feature of this summer's eleventh Writers' Conference, held from July 22 to August 9, will be a workshop in Writing for Children. This will be directed by Miss Louise Seamon, who for thirteen years has been editor of the Children's Book Department of the Macmillan Company, has published many books which won the John Newberg Medal as the best children's books of the year, and is well known as a lecturer and writer on all phases of the writing and publishing of children's books.

Detailed information may be obtained by writing to the Director of the Writers' Conference, University of Colorado, Boulder, Colorado.

Seminar in Child Placing The New York School of Social Work is offering six two-week seminars for experienced social workers during the summer of 1940. A seminar on "New Trends in Child Placing," by Dorothy Hutchinson will be given from July 29 to August 9. This will cover the current trends and developments in child welfare with special reference to problems in child-placing agencies. Case material will be used for analysis. Full details of the seminars may be obtained from the school, at 122 East 22nd Street, New York City.

Children's Radio Programs About fifty persons interested in children's radio programs attended a round-table discussion held by the Radio Committee of the Child Study Association on May 28 at the Association's headquarters. The major broadcasting chains were represented by Mr. Mitchell Benson of station WOR of the MBS., Dr. Arthur T. Jersild of CBS, and Mr. Eph James of NBC. Mr. Yasha Frank of the Columbia Broadcasting Staff represented the White House Conference Committee on Radio. Discussion centered largely about the production problems involved in presenting radio programs for children and brought out certain fundamental issues which must be resolved in planning for better programs for children. A detailed report will appear in the Fall issue of CHILD STUDY.

In the Magazines

Conceptions of Human Motivation—The Unconscious Motives of Men. By Franz Alexander, M.D. *Frontiers of Democracy*, May 15, 1940.

A timely article which helps clarify the confusions so prevalent today when we attempt to think through motivations behind the cruelties of the present conflict. Dr. Alexander concludes his article by saying, "Only men more fully conscious of their non-social tendencies will be able to control them and live a more harmonious life with each other. The main issue is not the form of a social system but the social qualities of the human material of which it is composed."

Education for Contemporary Women. By Helen Merrell Lynd. *The Standard*, April, 1940.

A description of what Sarah Lawrence College is doing to meet the needs of its college students in preparing them to take their places in society as sound individuals interested in making of that society a better place in which to live.

You Don't Need to Nag. By Florence Watson Olesen. *Parents' Magazine*, June, 1940.

The author suggests some "helpful signals" and "automatic reminders" that parents can use in effective managing of daily routines for the young child. The nursery period can be most troublesome in this matter, and a little ingenuity in thinking ahead can save a lot of wear and tear. The use of stars as a reward for good behavior seems questionable.

The Nursery School Contributes to Emotional Development. By Lois Barclay Murphy. *Childhood Education*, May, 1940.

This is a summary of an address delivered before the National Association of Nursery Education. The material is taken from records of "a survey study carried on by nursery school teachers working in many different cultural settings." The purpose of the survey was to coordinate the work of teachers of nursery school children with that of research people studying these same children. The results of this survey throw a great deal of light on patterns of emotional development of individual children, on the enormous differences in types of adjustment which these children have to make in and out of nursery school, and gives a dramatic picture of therapeutic contribution of the nursery school to this generation of children.

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LIVING SPACE

(Continued from page 112)

and think and feel in their small daily relationships. For children, as for adults, hospitality is not so much a matter of space as of attitude. One sees small apartments in which the couch in the living-room is frequently called into service as an overnight "spare room" for a visiting relative or friend of the family. The welcome visitor brings outside refreshment into the family life, and helps to broaden the outlook of each member beyond the narrow confines of the family. A couch in the child's own room (or possibly one of those "disappearing" cots which slides under the regular bed) may be the open sesame to warm and real adventures in friendship.

Our smaller homes lead us also to explore the possibilities of the community, for many of the family's activities must be carried on today outside the boundaries of what we call "home." We have mentioned the nursery school. This is but one of the agencies which may be used to supplement the limited facilities and space of the modern home. Even where no established nursery school is available, a group of ingenious and interested parents can make one. Sometimes the roof of an apartment house or the combination of several backyards—city or suburban—is converted for use by the combined efforts of several cooperating neighbors.

In one such nursery school, organized on a city apartment house roof, the parents took turns in assisting the single trained teacher-in-charge. By thus pooling their time and services, each mother was freed, for large periods, from the continuous demands of "child-minding," and this respite was as profitable as was the improved understanding that came from service under the direction of a nursery school teacher.

In suburban and even rural communities the pooling of resources is a wholesome by-product of the shrunken living space of individual families. Not only nursery schools but after-school "clubs" for older children, recreation and hobby opportunities, parties and dances for the adolescents—all can be arranged cooperatively by parents who recognize the needs of children and the physical limitations of the modern home in providing for these needs.

For the homemaker, as well as for the others who live in the home, the only really constant need is for flexibility and good sense. Within the home the problem is a human one, as well as one of management, and calls for ingenuity, good humor, and a willingness to compromise with perfection.